

# Rapid Expansion of AHP Placements: webinar 2

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Developing people  
for health and  
healthcare



University of  
**Salford**  
MANCHESTER

# Role Emerging and Project Based Placements University of Salford Approach

Rachel Russell



## Definition of role emerging placement (REP)

- ‘occur at a site where there is not an established occupational therapy role and the student is supervised by an off-site educator’ (College of Occupational Therapists, 2006)



# Why we include a REP and Project based placement

- Complies with WFOT and RCOT standards for education and reflects practice internationally
  - In order to prepare students for contemporary practice in dynamic environments the curriculum and practice placements need to address emerging issues including social inclusion, entrepreneurship, leadership and public health
  - The need to prepare the next generation of occupational therapists to work outside of traditional boundaries in order to deliver an occupational therapy service within much wider service contexts
- Developing and increasing evidence base to suggest alternative models of practice placement have benefits to the student learning ( deeper learning)



# Why we include a REP and Project based placement

- Reflects changing context of health and social care
- Opportunity for students to sample a wide variety of service contexts, populations and communities- in contrast to some 'traditional' placements
- Opportunity to promote and market the OT profession
- Student and OT educator can experience different and expanded roles
- Opportunity to be primarily **occupationally** focused
- Provides considerable opportunities for personal and professional development and more autonomous practice
- Develops student professional identity



Also for the profession, role emerging /non-traditional placements can provide the opportunity to develop the role for OT in:

- Primary and secondary health care
- Non statutory, private and charity organisations
- Promote and influence communities/society about the links between occupation, health and wellbeing
- Promote the value of occupation as a vehicle for social change to a wider audience
- Create new employment possibilities outside statutory sector

# Type of placements?

## **Role emerging placements**

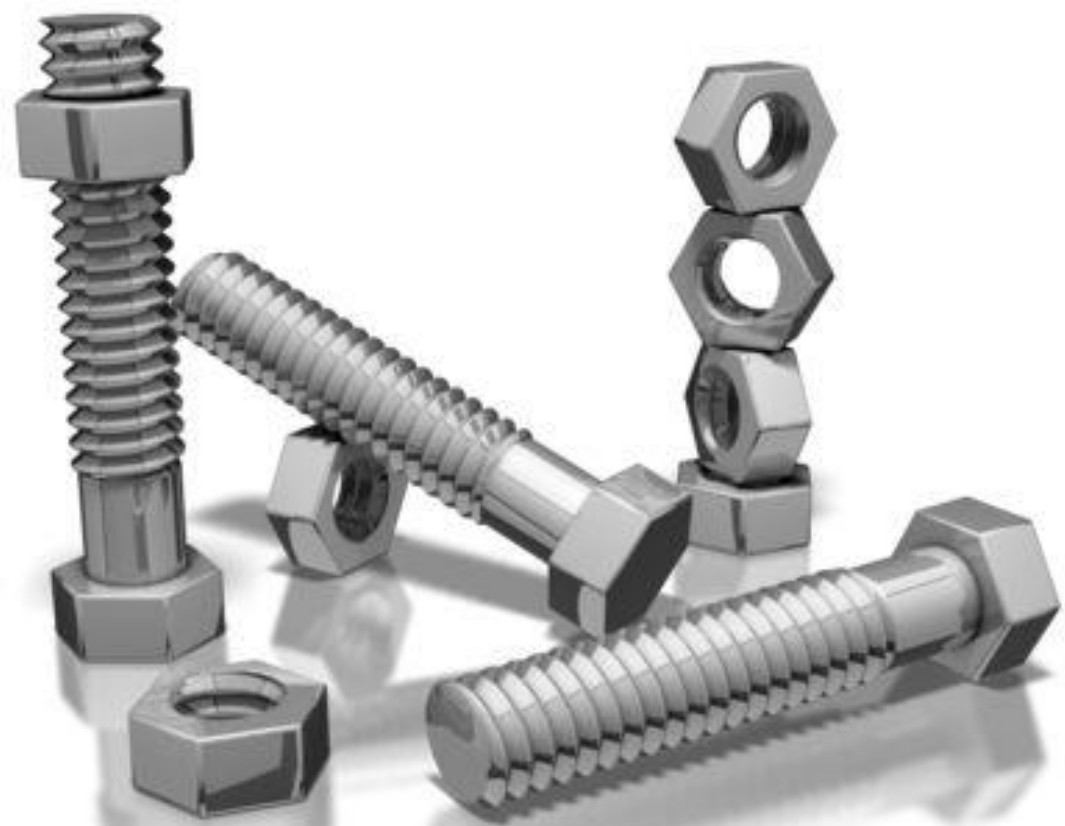
- Housing providers
- Mainstream schools
- Residential Homes
- Homelessness organisation
- Princes Trust
- Stroke Association
- Community Garden Centre
- Mind
- Women's Refuge
- And many more

## **Projects based**

- Developing outcome measures
- Trialling interventions
- Occupation based activities in acute settings hospitals
- Dementia environments
- And many more







# History of REP at Salford

- 15 years ago developed by Chris Kenney
- 3 years ago developed project-based placement
- All student do either a REP or Project based placement in their final year
- 6-week placement (November – need to think about the season)

# How we develop REP placements

- Established partnerships
- Word of mouth
- Promotional material/recruitment drive
  - What occupational therapy is
  - How occupational therapy can be of benefit to the organisation
  - Benefits of having the students
  - Expectation from us
- Placement visit and audit
  - **Handbook**
  - Roles and responsibilities
  - Health and safety
- Onsite educator workshop



# Roles and Responsibilities of the On-Site Educator – Page 13 - 14

- The on-site educator is a nominated person from within the placement setting who will undertake day to day supervision of the student and participates jointly in the assessment and supervision of the placement in collaboration with the off-site occupational therapy educator:
- to prepare on-site staff and service users for student placement
- to provide timely pre-placement information
- to meet with students prior to placement
- to provide and oversee placement induction. Depending on your setting induction may include: physical risk from equipment; manual handling; risk from substances that are dangerous to health; fire safety; infection control; aggression from service users, staff and others; emotional stress; risk assessment in practical situations, lone working policy
- is an 'Expert' regarding the placement setting
- to meet with OT educator during the first week, mid-way and at the end of the placement to discuss student progress and review learning outcomes
- to liaise by phone or email with OT educator in-between the arranged joint supervision sessions to discuss student progress or areas of concern

# Roles and Responsibilities of the On-Site Educator – Cont. Page 14

- to provide appropriate learning opportunities to facilitate the student to meet the learning outcomes of the placement (NB it is the STUDENT'S responsibility to meet the outcomes)
- to facilitate professional development e.g. non-service user contact learning opportunities, to give progressively more responsibility in line with the student's ability and level of training
- to provide timely informal feedback, guidance and supervision for the student
- to provide weekly formal supervision and to ensure that this is documented (see supervision section) by the student in the learning agreement
- to make adequate supervisory provision in the event of absence or part time/shift working pattern
- to monitor attendance of the student and sign hours sheet
- to offer guidance and insight into the 'ethos of the setting'
- to ensure the student is not treated as 'another pair of hands'
- encourage the student to reflect and evaluate on their performance throughout the placement
- In partnership with the off-site OT educator objectively assess the student's performance and complete student assessment documentation
- to make reasonable adjustments to meet equality and diversity legislation requirements where relevant (*see section: students with particular needs*).

# Off-site educator

- Trawl
- Match the educator with the placement site
- Pre-placement contact
- Contact with university placement co-ordinator if issues arise
- Off site educator training workshop
- Meet with students weekly
- **½ day commitment each week**
- Meet with the on-site educator and students
  - Week 1
  - Mid placement review
  - Final week
- *New models of supervision?*

# Student

- Placement sits at the end of a 6 week long module
- Exploring contemporary Practice Module
  - Theory and evidence base around contemporary practice
  - **Scope of practice**
  - Advanced communication skills
  - Leadership skills
  - Health economics
  - Assessment – viva based on the placement
- **2 days placement prep in week 6 (University based and directed study)**
- Students on role emerging usually go out with a buddy
- Project based placement go out on their own
- ½ way placement workshop for students doing placement
- Once on placement supervision done together and students lead supervision

What have previous students  
said about this placement?



# Challenges/ Negatives



- Often feel very anxious before & at the start
- No planned induction-feels very strange don't know what to do in the first week
- Unrealistic expectations of on-site supervisor
- Staff negative/sarcastic attitude to OT
- Poor communication systems in organisation
- Feeling like a nuisance asking for supervision/support
- Being compared with the other student-felt unfair
- Lack of support
- Having to slot into doing what last years students did
- Lack of understanding about what OT can offer and not really interested in what can be offered
- Poor communication between on-site supervisor and off-site OT supervisor
- What happens when the placement ends-worried about the work they have done

# Opportunities/ Positives



- Some feel very excited about the placement
- Freedom to try new things
- Being respected by organisation
- Developing confidence in OT skills
- Promoting and educating people about OT
- Being on placement in pairs
- Experiencing a new model of supervision
- Being occupationally focused
- Having time to plan and organise assessments/ interventions properly
- Being able to spend quality time with service users
- Feeling able to offer a quality OT intervention and make a difference
- Seeing the potential for OT +++ in new environments
- Learning from the staff and service users
- Loved it and want a job there!



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